1: Longrigg G-4, 5 (ca. 1915-1940) MH1 Iraq MH1

its educated class should have made the 'Iraqi press both high in quality and great in influence. It was, in fact, superabundant in quantity, with dozens of ephemeral sheets appearing and vanishing, and it was written not infrequently with point and humour; but journalism had on the whole, it seemed, failed to attract the best minds and brains of the country, and as a profession was ill regarded by the public. With rare exceptions[1] inconsistency was habitual, and the selection and presentation of news capricious and unskilful and lacking in Western—or even Egyptian or Lebanese—technique. A news-service was scarcely attempted, and mere political rhetoric and the wearisome use of outworn phrases took the place of fact, analysis, or sober comment. Broadcasting from Radio Baghdad, which after 1951 used the new and fully modern transmitting station of Abu Ghurayb, offered daily a ten-hour Arabic, a three-hour Kurdish, and a one-hour or half-hour English programme. The service, though still uneven, had improved materially in recent years in editing and in reliable audibility. It was aided by some of the best among 'Iraqi writers, and was rich in its Arabic musical programme; but frequent administrative changes had affected its quality and continuity, and many listeners preferred to hear foreign stations, notably London, Paris, and the *Sharq al-adnā* station of Cyprus.

The educational system operating in 1950 represented, with whatever shortcomings, the considerable outcome of a sustained and meritorious effort. An immense work lay ahead: but the period of slow and difficult beginnings lay behind, and ground was being yearly gained. The faults of 'Iraqi education were those of superficiality, impatience, indifferent standards, and the persistent infusion—unchecked by legal prohibitions—of 'politics' in the schools. Its virtues were those of genuine enthusiasm, the use of modern techniques, and much improved teaching and supervisory staffs. Many and better school buildings were, it was hoped, soon to follow. Instruction was free at all levels, the governing Regulations modernized, and primary education in theory compulsory. The High Council of Instruction, representative of all the higher institutions of learning, assisted the Minister and his Directors-

[1] The best of the papers were two or three independents, notably *al-Zaman* and *al-Sha'b* and those associated with the political parties. The latter were the moderate *al-Ittihad al-Dasturi*, *al-Akhbar*, and the evening *al-Ḥawadith* of the Constitutional Union Party: *al-Umma* and *al-Nabā*, of the Socialist Party of the Nation; *Liwā al-Istiqlal*, of the Independence Party: the near-Communist *Ṣadā al-Ahali*, of the National Democratic Party: and the *Jabha al-Sha'biya*, of the Popular Front. These papers appeared in 1951 to be fairly stable and self-supporting and, being party organs, relatively immune from Government suppression. Provincial daily papers included three (and often more) each at Baṣra and Mosul, and others at Sulaymaniya and Kirkuk, in the languages there spoken; they attained a fair standard.

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

primary school education and much of the investment in their education accordingly bears little fruit. The facilities and quality of technical or vocational education are seriously deficient and adult education has been almost wholly neglected. Probably about 80 percent of the men and over 95 percent of the women remain illiterate. Moreover, educational concepts are far too narrow and too little related to the everyday problems of living.

As the result of its study of educational needs the Mission has come to the conclusion that the government should launch a three-part program involving (1) the improvement and extension of technical education, (2) the gradual introduction of compulsory primary school education, and (3) fundamental education for adults.

Technical Schooling

The question of technical or vocational education is not treated in detail here, partly because it has already been discussed in connection with agriculture and industry, partly because the government has requested UNESCO to send a special mission on vocational education. Although the number of students in technical schools—about 750—seems very inadequate, Iraq apparently has had difficulty in absorbing the graduates of these institutions largely because they lack sufficient practical training and they show a distaste for manual work. Obviously one of the first steps toward improved technical training will be to give the curriculum of the intermediate and secondary schools a greater vocational bias, with emphasis upon the dignity and value of manual labor. It is also worth emphasizing again that skilled labor and foremen can best be recruited from the ranks of active young workmen through on-the-job training programs, supplemented in some cases by technical schooling. Only the higher supervisory grades of personnel need to be trained in technical schools, and even for these there should be considerable emphasis on practical training in business, industry and agriculture as an integral part of the curriculum.

Introduction of Compulsory Primary Education

There is a general consensus both among Iraqi educators and foreign experts who have examined the problem that the time has come for a broad advance in the direction of compulsory education.

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

874 Baghdad or the larger cities in the province, either employed by the government or by a few well-known technical concerns, it should not be difficult to ascertain how much scientific manpower is actually available. Similarly, it would be comparatively simple to assess the needs of additional technical personnel in the various fields when the projects of development to be put through during the next 10 years have been finally selected.

While detailed recommendations for the reorganization of technical education will be made by these specialists, a few important points which should be taken into consideration in formulating a policy are noted here.

There can be no improvement in the standards of technical education or in the efficiency of trained students, unless general school education is made more practical from the earliest stages and is given an increasing vocational bias in the intermediate and secondary schools. The Mission received evidence from all quarters that there was a general lack of enthusiasm, if not actual antipathy, for manual work on the part of the students, whether trained in general or technical schools. When students from these schools go to technical institutions and take their diplomas and degrees, they are anxious to get government jobs where they can act as "bosses" and "officers" and they fight shy of manual jobs whether on the farms or in the factories and machine shops. There is nothing either in the psychology or the religious and ethical traditions of the Arab race to justify such a mentality. As a tradition of the Prophet of Islam has it: "Al-Kasibo Habeebul-lah," which may be translated as "He who earns his living (by the sweat of his brow) is a friend of God." Eradication of this aversion to manual work should form an important objective of educational policy at all stages.

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It is certain that, in view of the proposed technical development, a much larger number of technically trained young men will be required in the coming years and technical education will need to be strengthened both quantitatively and qualitatively. There is fairly general agreement on the part of those who are familiar with the existing technical schools that the training they provide is neither sufficiently practical nor closely enough related to the conditions that obtain in the factories and the market. The result is

7: International Bank N, S-4 (1951) 1952 MH1 Iraq MH1

Labor and Materials

The Housing Authority could also take the lead in improving the quality of labor and materials in order to bring the costs of building down. In this task, it should cooperate with the Ministry of Education in reorganizing training methods. It could also advise the Industrial Bank on desirable types of specifications of building materials and should estimate probable requirements so that the Bank could initiate investment to this end in partnership with private enterprise.

The materials produced locally for housing construction are on the whole inferior and expensive. For example, a casual inspection of house construction in the cities will reveal that unevenly burnt bricks with cracks and chipped-off edges and corners have been and are being used. To remedy the shortage of good building materials, foreign goods have been imported at high cost. In the case of the IPC housing project, it was estimated that the cost of imported steel window and door sashes alone amounted to as much as 20 percent of the cost of the structures.

The inferiority of building materials is matched by the poor quality of building labor, which again adds to the cost of construction. There is urgent need for good carpenters, masons, plumbers, electricians and painters. Unfortunately, attempts to improve skills through vocational schools have not been altogether successful. The schools lack competent instructors, a number of those teaching in Baghdad, for example, being illiterate. Workshop accommodations are restricted and the equipment is out-of-date or in bad condition. These deficiencies might be overcome by importing instructors from neighboring countries, by obtaining new equipment and by running evening classes until more laboratory space is available. This is not, however, the full answer. Graduates from vocational schools tend to prefer desk jobs to field work. It would be preferable to concentrate more on training schemes on the job under good supervision.

Government Housing

The Ministry of Social Affairs is empowered by Law No. 38 of 1941 and Law No. 22 of 1945 to "construct dwellings for

8:Campbell T-5 (no date) 1949 MH1 Iraq MH1

x539 O Moon, you shine on youths and maidens,
Where is my lover, where is he,
He who will love me with the strongest love?

And the moon, ashamed at the waste of such beauty, would hide behind the nearest cloud.

x539 And one day Sheikh Mizeil came on his daughter and
•461 found her weeping, so he took her hand and said to her:
762 O my little one, know you that we are more unfortunate than the poorest beggar of the City of Peace. For were I of the general run of men, I could work as a clerk, or as a washerman, or even as a porter or sweeper, and so gain a little money. But our name is a known name and it is shameful for me to work, or that any should know of our poverty. Therefore starvation faces us, and it is in my mind that we should cut the veins in our wrists, and so depart, but first take you this the last of my gold and make yourself a dress fit for a woman of our family, that when the neighbours come in and lay out our bodies for burial they may find you dressed as befits our dignity.

x539 So Nura put on her veil and she took the gold coins from her father, though the tears flowed from her eyes. And Nura went to the market and she went to the sellers of fine stuffs. And she bought the finest silk. Yet there was still some of the money unspent, so she went into a great shop, thinking: I will buy sequins with the last of the money and cover the dress with sequins, that in death they who find me will remember me. So she went to the merchant, who was named Jassim, and she asked of him for sequins, and he showed her jar after jar filled with the finest sequins of every known colour, and also of colours that are no longer remembered. And she gazed at the sequins and she gazed at her silk that she might exactly match its delicate colour. And while comparing the